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| Subject: ELA | **Teacher:** | | | | **Grade Level: 4** | | **Date(s): September 5 – September 9**  Holiday on 9/5/16 | | | |
| **I Can Statements & Learning Targets (I can……..):**   * I can describe a character using specific details from the text regarding the character's thoughts, words, actions, decisions, physical attributes, or interactions with others. * I can describe a setting using specific details from the text regarding the time and place. * I can describe an event using specific details from the text regarding the action and sequence of the story. | | | | | | | | | | |
| **Content: NC ScoS**  **RL 4.1, RL 4.3, RI 4.1, RF 4.3, RF 4.4, W 4.5, SL 4.1 b, L 4.1f**  **Week 2 Grammar Focus: Complete Sentences** | | | | | **Technology Standards & Resources:**  **4.SI.1.1**  **4.TT.1.3**  Tales of the 4th Nothing You Tube Read Aloud Video: [**https://www.youtube.com/watch?v=Yd51NjpFnyo**](https://www.youtube.com/watch?v=Yd51NjpFnyo)  [**https://www.risd.k12.nm.us/assessment\_evaluation/Character%20Analysis.pdf**](https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf)  [**http://www.tncurriculumcenter.org/learning\_expectation/1701**](http://www.tncurriculumcenter.org/learning_expectation/1701)  [**http://www.literacyleader.com/**](http://www.literacyleader.com/)  [**http://www.teacherspayteachers.com/Product/Fluency-Comprehension-Reading-Intervention-for-All-Seasons-4th-Grade-Level-962626**](http://www.teacherspayteachers.com/Product/Fluency-Comprehension-Reading-Intervention-for-All-Seasons-4th-Grade-Level-962626) **(Not free) Use for interventions.**  Great Examples of Formative Assessments to embed throughout:[**http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html**](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html) | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  Why is it necessary to refer to details and examples in a text when explaining what it means?  How do authors use story elements to raise questions and influence our thinking?  Why is it necessary to refer to details and examples in a text when explaining what it means?  \*Refer to Week 2 pacing guide for other EQ’s. | | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  What do you think about? (Evaluate)  How would you use? (Applying)  How could you determine? (Evaluating) | | | | | |
| **Vocabulary:**  Academic/Content  character, setting, details, event, character traits | | | | | **Teacher Resources:**  Suggested Read Aloud: Tales of the 4th grade Nothing by Judy Blume (great to integrate Science with ELA) <http://www.d131.org/curriculum/ela/4thgrade/grade_4_unit_1_lesson_plans.pdf>  **Other Resources:**  Salt in His Shoes by D Jordan  Brave Irene (Storyline online) or use the text  Readworks.org (Passage)  Reading A-Z website | | | | | |
| **Monday**  **Subject Integration:** | **Whole Group**  **Teacher Model:**  **Getting started with Reading Response Journals Activity:** [**http://reading.ecb.org/teacher/pdfs/lessons/sum\_lp\_ReadingResponse.pdf**](http://reading.ecb.org/teacher/pdfs/lessons/sum_lp_ReadingResponse.pdf)  Introduce journals. These will be integral part of your ELA block. Daily response is necessary.  The teacher will model using a graphic organizer how to describe a character in depth by using specific details from the story.  Teacher will distribute books to each student or have partners share, Tales of the 4th Grade Nothing, to students. Discuss book cover. Make prediction about what is book about. Pull out vocabulary for Ch. 1. (Read Ch. 1 to determine vocabulary- teacher prep ). Then read aloud to students Chapter 1. Have students identify characters and describe characters. Create a chart: Heading should be: Title of book. Then subheadings should be Characters, Setting, Events.  Introduce that words that describe the characters are called character traits. You may want to create a separate character trait chart to add to throughout the year to post in class.  Link provides great technology integration with this book: <https://www.teachervision.com/tv/printables/penguin/fourth-grade-nothing-cc-lessons.pdf>  The link provided in a unit you can pull from if you desire: <http://www.d131.org/curriculum/ela/4thgrade/grade_4_unit_1_lesson_plans.pdf>  or  Use a picture book such as, Salt in His Shoes or Brave Irene (Storyline Online). Review inferencing by reading part and stopping while making an inference.  This week’s focus will be on character thoughts, actions, words, decisions, physical attributes, and interactions with others.  \*Brave Irene is a great story for characterization and personification.  Storylineonline.net (Brave Irene read aloud) link below. http://www.tncurriculumcenter.org/resource/2606/go | | | **Small Group**  **Introduce Work on Writing Daily 5 station**.  (Share/model any new expectations or work station assignments.)  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. \*Align instruction to instructional standards and student needs.  -Teacher can start pulling guided reading groups (which are your small groups) while students are completing Daily 5 tasks- Read to Self and introduce another station. Suggestion: Meet 2-3 groups a day for at least 20-25 minutes. Make sure you are meeting with your below level students daily, on-grade level daily, and above level 2-3 times a week. See sample schedule on next day. Remember to use leveled texts during guided reading. Group students according to EOY TRC data, MAP data, and EOG Lexile scores. Groups will change when new data is collected.  \*Remember center/station routines must be established before pulling 2-3 guided reading groups.  **\*\*Guided Reading Focus for the week:**  **Decoding, making deep connections with character(s), inferencing, setting, events in a story, and comparing/contrasting characters.** | | | | | **Independent Work**  After introducing reading response journals, have students do a quick response from what you see in the picture below.  Ask students: What is happening? What will happen next? (Review inferencing-great formative assessment) found on media.picfor.me    **or**  Students should complete one of the following with a “good fit” book- <http://www.fcrr.org/studentactivities/c_001c.pdf>  \*The link provides many organizers to use throughout. | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Students continue to describe a character in depth by using specific details from the story- character traits. Continue to break down your focus on character. Use movieclips.com (link below) to project and teach character. Focus on Snow White and Evil Lady Vain-Describe the two characters - their thoughts, actions, words, decisions, physical attributes, and interactions with others.  Have students turn and talk to describe character traits of Snow White and Evil Lady Vain. Review inferencing by having students respond to what inferences can you make about the two characters.  Link:  <http://movieclips.com/DHNAC-happily-never-after-2-movie-crashing-the-wedding/>  or  <http://cli.ps/DHNAC> | | | **Small Groups- sample schedule**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | | **Independent Work**  Students create a Character Word Cloud using <http://www.watchknowlearn.org/Video.aspx?VideoID=50659&CategoryID=7994>  (Teacher prep: Watch video before showing to students- you may want to show some of it to students to show them how to create a word cloud.)  Students need access to technology to create word cloud.  You can do it individually, paired, or in small groups.  Students can think of a movie and/or book they’ve watched or read and choose their favorite character to create word cloud describing them. (Ask students to brainstorm a list of movies and/or books and characters to help them get started!) | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  The teacher will model how to describe an event in depth by using specific details from the story.  \*You can use the same movie clip from day before or Salt in His Shoes book or Tales of the 4th grade Nothing to describe an event. Eg. Wedding in the movie from movie clips. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | | **Independent Work**  Use graphic organizer from site below for students to complete with partner.  <http://www.literacyleader.com/sites/litlead.essdack.org/files/Character%20Graphic%20Organizers.pdf>  \*Use organizer as a formative assessment | |
| **Thursday**  **Subject Integration:** | **Whole Group**  The teacher will review how to describe a setting in depth.  \*You can use the same movie clip or text from day before or Salt in His Shoes book or Tales of 4th grade Nothing to describe setting. Eg. Castle in the movie clip video.  CWA (Common Weekly Assessment) Focus on RL 4.1 and RL 4.3 | | | **Small Group**  \*You can meet with small group(s) such as below level students or pull students to intervene with specific skill to improve, but will have to administer a CWA (Common Weekly Assessment). Students will be prescribed one Daily 5 tasks to complete. | | | | | **Independent Work**  Students should complete a graphic organizer that will tie in character, setting, and event. Use organizer from link below.  <http://www.literacyleader.com/sites/litlead.essdack.org/files/Character%20Graphic%20Organizers.pdf>  Suggestion: Begin Daily 5 Celebrations of work this week | |
| **Friday**  **Subject Integration:** | **Review and Assess standards from past two weeks.** | | | | | | | | | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: Make a picture of the 2-3 characters in the story. Cut them out, on the back- list the traits, students can them play a character guessing game. | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:Use a Venn to compare two characters in the story. Must have actions, words, decisions, physical attributes, and interactions with others. | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** If you could be in this story, decide which person you would be and tell why.  If you had to buy something for each of the characters, what would they be and why? | |
| **Daily Five Activities for the Week** | **Read to Self**  Continue to read to build stamina. Students record learning reflection in notebook.  \*Students can jot down insights about characters on sticky notes. | **Read To Someone** | | | | **Listen to Reading** | | **Word Work**  Choose a word work idea from below. | | **Work on Writing**  Students continue to work on something from writing block or free write. |

**Daily 5 Resources/Ideas to pull from:**

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers
* CROP-QVS Dice Activity

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.
* Shared Notebooks of writing subjects.